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ABSTRACT

This implementation guide provides systems and providers of vocational education and training (VET) and related organizations with guidance in using Australia's National Women's Vocational Education and Training Strategy. Part 1 describes the nature of the strategy and presents a visual summary. Part 2 discusses the impetus for the strategy and the rationale for its outcomes and priorities. It covers the following: context; barriers to participation and success; benefits; priorities; outcomes (increased number of women completing VET programs, increased number of women with VET qualifications at all levels, women distributed more broadly across fields of study, increased participation and improved outcomes for specific groups of women); and indicators used in measuring outcomes. Part 3 presents possible actions for VET systems, providers, and related organizations through a discussion of the strategy's approaches and a model action plan. It sets out a formal implementation process that correlates organization with mechanism and role. Discussed next are the focus areas and approaches in the strategy and suggested actions for systems, providers, and related organizations. The model action plan is set out with a cover page and section for each outcome. Each outcome section presents a summary of the focus areas and strategies in table format, current state/local situation, improvement indicators, and table for actions with responsible agency/personnel, resources required, and time frame. Contains 49 references and a glossary. (YLB)

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The National Women's Vocational Education and Training Strategy

-an implementation guide

A national project of the Australian National Training Authority

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Members of the Steering Committee gave their time, enormous collective experience and considered thoughts to the process. The Chair of the VEET Women's Taskforce, Jane Diplock was instrumental in ensuring that the Strategy will have tangible outcomes. Michelle Wheeler and Pauline Sedgwick, NSW Department of Training and Education were responsible for management of the project. They gave ongoing advice and invaluable insight.

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Jan Willett
Project Consultant

PART ONE

INTRODUCTION TO THE NATIONAL WOMEN'S VOCATIONAL EDUCATION AND TRAINING STRATEGY

The aim of Part One is to describe the nature of the Strategy

1.1 THE STRATEGY

The National Women's Vocational Education and Training Strategy (known as 'the Strategy') aims to make equity for women a significant consideration at all levels of decision making in the Vocational Education and Training system. The Strategy aims to bring about:

> **A measurable change in the profile of women accessing and completing programs of Vocational Education and Training.**
> There should be a higher number of women from diverse backgrounds with VET qualifications at various levels, across a broader range of fields of study and industry areas. This should lead to a shift in the employment patterns of women. (the Strategy)

The Strategy relates to government funded provision of vocational education and training. It is a national framework endorsed by Commonwealth, State and Territory Ministers that provides direction for governments, industry, unions and providers of vocational education and training.

> **What is VET?**
> Vocational education and training (VET) refers to education and training that leads to a vocational or work outcome. It can be delivered in a range of settings including the workplace, TAFE colleges and institutes, secondary schools, privately owned training institutions, community based organisations and other providers of government funded vocational education and training. This includes the Adult Migrant English Program and the government funded portion of adult and community education. The Strategy includes employees in the VET sector such as teachers, trainers and administrators. (The Strategy)

The Strategy sits under the umbrella of *Towards a Skilled Australia - National Strategy for Vocational Education and Training*, (Australian National Training Authority, 1994). It builds on the work already done in the field such as the *National Plan of Action for Women in TAFE*, the *Women in Entry Level Training* project and *Different Futures*.[1]

[1] See Reading List for the extent of other related documents and projects

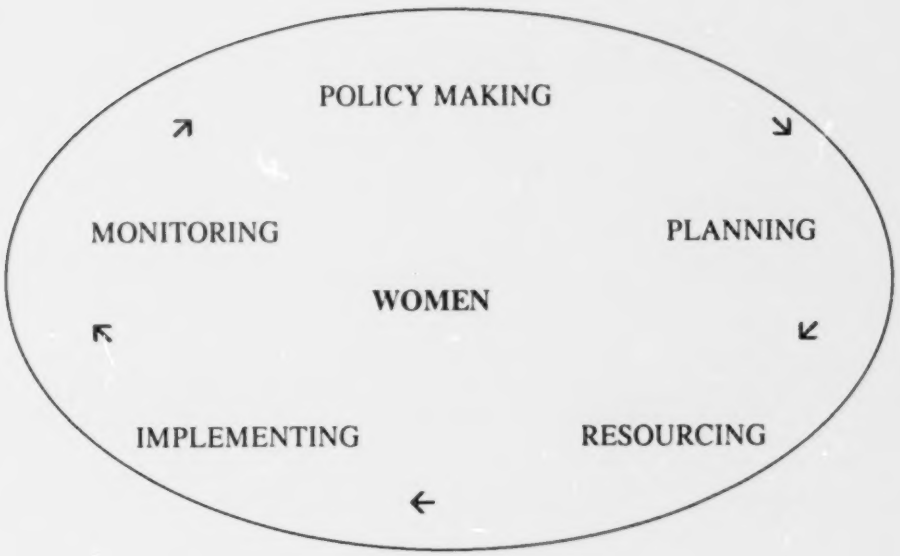
1.2 HOW TO USE THIS DOCUMENT

The aim of this Implementation Guide is to provide systems and providers of vocational education and training and related organisations with guidance in using the Strategy. The Implementation Guide is in three parts:

- Part One describes the nature of the Strategy and presents a visual summary;
- Part Two discusses the impetus for the Strategy and the rationale for the outcomes and priorities of the Strategy;
- Part Three presents possible actions for VET systems, providers and related organisations in the form of a discussion of the Strategy's approaches and a model action plan.

Overview 1: STRATEGY FRAMEWORK

Equity Considered at all Levels of Decision Making in the Vocational Education and Training System



for all women accessing vocational education and training

including

Indigenous and Torres Strait Islander Women	**Women with a Disability**	**Rural and Isolated Women**	**Women from non-English Speaking Backgrounds**	**Women in Transition and Other Special Groups**

Overview 2 - STRATEGY GOAL

A measurable change in the profile of women accessing and completing programs of Vocational Education and Training

FOCUS AREAS

- ⇒ Continuous improvement measures
- ⇒ Training and Staff Development
- ⇒ Standards, Curriculum and Delivery
- ⇒ Pathway Planning
- ⇒ Balanced Representation
- ⇒ Promotion
- ⇒ Research

OUTCOMES

- increase in number of women completing VET programs;
- increase in number of women with VET qualifications at all levels;
- women distributed more broadly across fields of study;
- increase in participation and improved outcomes for specific groups of women.

Towards ..

Change in employment profile of women

- higher number of women in management positions;
- broader distribution of women across industries at various levels.

PRIORITY INDUSTRIES

All industry but in particular .

- ⇒ Industries where women are a high percentage of the workforce
- ⇒ Growth industries where women are a low percentage of the workforce
- ⇒ Currently emerging industries

PART TWO

IMPETUS FOR A NATIONAL WOMEN'S VOCATIONAL EDUCATION AND TRAINING STRATEGY

The aim of Part Two is to outline the rationale for the Strategy its priorities and outcomes.

2.1 CONTEXT OF THE STRATEGY

The impetus for the National Women's Vocational Education and Training Strategy (the Strategy) has come from changes to both the supply and demand sides of vocational education and training.

On the supply side, Australia's vocational education and training (VET) system has changed during the 1990's. Emanating from the State and Territory based technical and further education colleges (TAFE), the system developed a national focus with the introduction of the National Training Reform Agenda and the establishment in 1992 of the Australian National Training Authority. Part of the move to a national VET system has been the push to develop a competitive training market which allows non-TAFE providers to deliver government sponsored training. Other key features include the move to competency based training, a revamped qualifications framework and the development of the Modern Australian Apprenticeship and Traineeship System (MAATS). MAATS features streamlined regulation, expanded school-industry links, user choice and greater industry, regional and community involvement in VET.

On the demand side, the role of women in the community, the workforce and education is changing rapidly. By 1992, only 23% of families consisted of a male 'breadwinner' with dependent wife and children. The percentage of women (15 - 64years) who participate in the workforce has increased from 45.7% in 1982 to 53% in 1995. [2] Women constitute 43% of the workforce and 75% of part-time workers. In education, retention of female students to the end of Year 12 at 80% is significantly higher than the male rate of 70%. The number of women in Higher Education has risen to 53.6% of the student population.[3] The Adult and Community Education sector has also witnessed growth and it is estimated that 75% of its students are women.[4] The roles of industry and employers are expected to increase in the training market of the future.

Changes in the demand from women for education has not been mirrored in the VET sector.
Interpretation of national statistics in the VET sector is bedevilled by changes in classifications over time and inconsistencies between state collections. Notwithstanding these difficulties, a picture of decline in female enrolments relative to male enrolments has emerged during the 1990's. In 1994, women made up 44.8 % of enrolments in vocational education and training.[5]

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2 ABS 1995, Catalogue 4124.0
3 Education figures for 1994, ABS 1995, Catalogue 4124.0
4 NSW Board of Adult and Community Education, 1995 Reliable national figures are not available but this comprehensive NSW research is indicative of national trends
5 NCVER Selected VET Statistics 1994

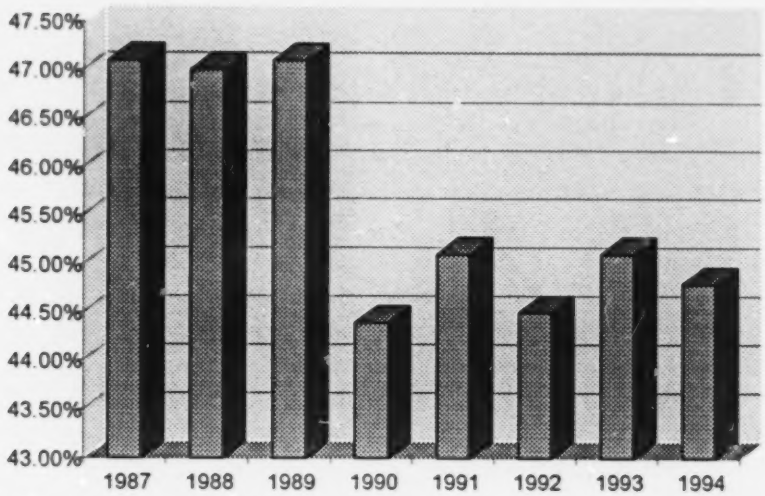
In 1994, the corresponding state and territory figures were:

ACT	-	[illegible]	SA	-	43.45
NSW	-	44.87	Tasmania	-	45.09
NT	-	46.1	Victoria	-	45.35
Queensland	-	43.25	WA	-	45.98

This level of enrolments nationally has declined since a high of 47.1% in 1989.

Table 2.1:[6]
FEMALE ENROLMENTS 1987 - 1994

PROPORTION OF VOCATIONAL ENROLMENTS



Source: National Centre for Vocational Education Research, *Selected Vocational Education and Training Statistics 1994*.

The reasons for this decline are complex. A 1995 study by Barnett, Foyster and Werner draws the parallel between the decline in enrolments and the introduction of fees while others note the removal of some courses traditionally favoured by women. [7]

It appears that the changes to the VET sector have the potential to exacerbate the barriers that had previously existed for underrepresented groups.

> The (Training Reform) agenda tends to be oriented towards a single cultural and language group (viz, Australian born and English speaking) rather than catering to the actual diversity of the Australian workforce (Mawer and Field, 1995:1)

[6] 'Vocational' does not include Stream 1000 courses which are 'Recreational, Leisure and Personal Enrichment' courses
[7] For example, removal of fashion courses in NSW after 1989

In an examination of the effect of the open training market on women, Barnett (1993) concluded that intervention on the part of government and active incentives for private training providers will be required to address equity.

> ..the barriers characterising our vocational education system must be addressed if an open training market evolves in order to prevent women's position in vocational education from deteriorating further (1993, v)

This opinion is validated by early evaluation of the Australian Vocational Training System where it was found that private industry was less likely to be mindful of gender issues than public sector employers.(DEET, 1995)

Changes to the VET system relate to wider industrial restructuring and labour market changes. The National Wage Case decision of 1988 enunciated the Structural Efficiency Principle and heralded Award Restructuring and enterprise agreements. Changes in industry have been wrought by a reduction of tariffs, widespread use of technology and globalisation of the economy.[8]

Further contextual changes were outlined in the Issues Paper prepared for the National Workshop on the Strategy. The National Workshop was held in August 1995 as the first stage in national consultations to develop the National Women's VET Strategy. The development of the National Strategy through national and State/Territory consultations is described in Willet J (1996) *The National Women's VET Strategy - Report of the consultations*. Copies of this are available from NSW Department of Training and Education Co-ordination. In the light of consultations, these issues have been slightly amended to:

[8] See Kenway and Willis for an in-depth examination of gender and the workplace

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AUSTRALIAN NATIONAL TRAINING AUTHORITY

A National Project of the Australian National Training Authority

ISSUES FOR WOMEN IN VET

Changing training market - reform agenda - diverse providers - overlaps between sectors including vocational education in schools, growth of adult and community education - emphasis on competition - emphasis on competencies - emphasis on accredited training. **Changing directions of governments** - changing policy priorities - emphasis on efficiency, competition - increased input from industry - legislative framework. - increasing reliance on figures to inform decisions **Changing family patterns** - rising number of sole parent families - slow change in distribution of responsibility for domestic duties and caring roles - ageing of population - diverse cultural backgrounds	**Changing workplaces** - emphasis on quality, teams - enterprise bargaining - restructuring of industry, jobs - changing role of unions - rising use of technology - changes to industrial relations arrangements (eg Workplace Relations Act) **Changing employment** - increase in part-time and casual work - increases in self-employment, small business - decline in some occupations and types of work, emergence of others - rising rates of female participation - unemployment *and* labour shortages - increasing number of women with economic responsibilities - persistent male / female earnings gap - high rate of female 'marginal attachment' to workforce

2.2 BARRIERS TO PARTICIPATION AND SUCCESS

Recent work by Kenway and Willis (1996) examines ongoing barriers to women's access and participation across the education and workforce spectrum. The authors note that

> ..girls and women have never been in a position to construct a future ranging across all possibilities. While this is certainly true for all females, it is particularly the case for those whose class, race and ethnic associations restrict them in certain other ways too

The *National Plan of Action for Women in TAFE* identified a range of attitudinal and structural barriers. This formed the basis of an issues paper prepared for the National Workshop held at the commencement of the consultation process. The issues paper summarised the barriers to the VET sector as:

Attitudinal barriers
- societal, industry, school, parents
- media images
- inadequate marketing

Learning Environment
- gender harassment
- inappropriate learning materials
- lack of support - counselling, childcare

Structural barriers
- transport
- inadequate use of Recognition of Prior Learning (RPL)
- timetabling
- course selection procedures
- resource allocation
- fees
- accommodation.

A review of the literature supports this listing. Reasons cited by women for not completing courses in TAFE in a recent longitudinal study included courses not meeting expectations and lack of childcare. (Barnett et al, 1993). Willis and Kenway take the issue of childcare further and state

> The lack of appropriate childcare is the single largest factor inhibiting women's opportunity to participate as fully as they wish in full or part-time work, limiting them to casual work, reducing their opportunities to work shifts and overtime and their access to training (1996, 8)

Typical of comments in the literature is that of the *Women in Science, Engineering and Technology (1995)* report

> TAFE as the training provider for women entering technical Science, Engineering and Technology careers still has a number of entrenched structural and attitudinal problems (Women in SET Advisory Group, 1995:20)

The report goes on to make the link between the history of most TAFE institutions in Australia as providers of trade training and an environment which is not inclusive of women, a common theme in the literature. Participants in consultations were concerned that harassment remains prevalent and is expressed in a range of overt and indirect behaviours.

The challenge for the Strategy is to acknowledge the longstanding gender bias of VET, develop the previous efforts to reduce that bias and to be vigilant and confronting in the emerging VET sector.

2.3 BENEFITS OF THE STRATEGY

The benefits from the outcomes of the Strategy go beyond the issue of social justice.

> Australian society will benefit economically and socially from dynamic training systems and labour markets that respond to needs and provide informed choice . As women make up an increasing share of the workforce, it is essential that they are in a position to develop their skills and contribute to economic development. (The Strategy)

The Strategy recognises the nexus between VET, the labour market and economic and social well being. Outcomes relate to VET and to post-training employment.

There is increasing evidence that companies that employ and develop diverse staff profiles gain a competitive edge. Wright et al (1995) found a positive correlation between the stock price of American companies and awards for positive discrimination and a negative correlation between stock price and companies against whom legal action was initiated for discrimination.

> Our conclusion is that the prevalent organisational ethnic and gender bias should be eradicated not only because such bias is not ethical or moral, but also because it does not make economic sense. As the climate of competition becomes more intense, no enterprise can afford the senseless practice of discrimination[9]

In Australia, there is a growing recognition of the need to increase women's representation in management and to capitalise the international benefits of a multicultural workforce. The CEO of Telstra, Frank Blount in 1995 noted the low levels of women in management and forecast cost benefits accruing to those organisations that have a profile of women across all levels of the workforce. When discussing traditional recruitment and promotion practice, he stated..

> The result is a workforce out of kilter with customer base and guilty of underutilising its assets leadership would know that dragging the chain on diversity will continue to undermine the productive capabilities of all Australians.

8. Deming Memorial Lecture

2.4 STRATEGY PRIORITIES

The 1994 *Women and Vocational Education* (WAVE) report, reviewed the *National Plan of Action for Women in TAFE* . It found that the plan, while having made significant progress, had been overly ambitious and had

> 'attempted to set targets to cover all aspects affecting women's access, participation and outcomes' and that a weakness of the plan was that it 'did not identify priorities for action except through the establishment of dates' (p11).

The balance between nominating priorities and the desire to be inclusive was particularly problematic in the matter of underrepresented groups of women. While the Strategy will have implications for all women, consultations repeatedly suggested that those groups currently covered by anti-discrimination legislation should be given particular attention. These groups are women from non-English speaking backgrounds, women with disabilities, and Indigenous and Torres Strait Islander women. There was also strong support for having a focus upon women in rural and isolated areas and women in transition such as girls moving from school to work and mature women returning to study or work.

Indigenous and Torres Strait Islander Women	Women with a Disability	Rural and Isolated Women	Women from non-English Speaking Backgrounds	Women in Transition and Other Special Groups

Improving participation and outcomes for specific groups is to be a specific outcome of the Strategy and is discussed in detail in Section 3.5.

Opinion was strongly put during consultations that the Strategy should focus on 'where the women are'. The emphasis in earlier projects to encourage young women into non-traditional trade areas was seen as laudable but not broad enough in focus. The point was frequently made that the Strategy should not be encouraging women into industries or occupations that are in decline as are many of the 'non-traditional' trade areas.[10] Many felt that resourcing policies contain a bias towards traditional trade areas and too little effort and expenditure is directed towards those industries in which women predominate.

Concern was expressed that women are not involved in emerging and growth industries and curriculum development for these industries is taking too little note of gender issues. Discussion resulted in the following industry focus.

(i) Industries where women are a high percentage of the workforce. These include health and community services (77%), education (68%), accommodation and hospitality (57%).[11] As these industries are forecast to grow it will be important to ensure that women are represented across all occupations and sectors;

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[10] ABS. Of the eight major occupational groups, 'tradespersons' was the only one to have declined in number between 1986 and 1992 - ABS Labour Force

[11] ABS Labour Market survey, November 1995

(ii) Growth industries (in employment) where women are a low percentage of the workforce. These include construction, agriculture and wholesale.

Industry	Growth to year 2005[12]	% of workforce that is female
Construction	2.4%	14%
Agriculture, forestry, fishing	2.5%	30%
Wholesale	4% (includes retail)	31%

(iii) Currently Emerging Industries.
These industries include information technology and a focus on emerging work patterns such as telecommuting and self-employment.

The outcomes will be achieved by strategic intervention in areas of the VET system. Consultations at the national and state levels were relatively consistent in suggesting approaches that could bring about real change. The agreed seven focus areas are:

Continuous Improvement Measures	Training and Staff Development	Competency Standards, Curriculum and Delivery	Pathway Planning	Balanced Representation	Promotion	Research

Each of these strategies are discussed in detail in Section 3.2.

2.5 OUTCOMES OF THE STRATEGY

Outcome 1 - Increase in number women completing VET programs

The Strategy aims to stimulate demand for VET by women. Strategies are required to gain an increase in enrolments of women in VET and to provide a system that is supportive of women in completing modules and courses. Although evidence is imprecise, it appears that women are less likely to complete VET programs than men. In 1994, women withdrew from programs of study for reasons other than failure at a higher rate than men. (NCVER, 1995:36[13]). Support services such as childcare are essential to increasing rates of completion.

[12] DEET, 1995, *Australia's Workforce 2005:jobs in the future*

[13] Based on module result category 10 - 295,617 male enrolments and 307,756 female enrolments 'withdrew without failure' out of total 3,361,203 and 2,889,879 respectively.

Outcome 2 - Increase in number of women with VET qualifications at all levels

Participants in consultations were wary of devaluing non-accredited training but there was equally strong sentiment that the Strategy should focus on communicating to women and to industry the benefits of undertaking accredited training and gaining the related qualifications.

The Strategy seeks an increase in the number of women with VET qualifications and an increase in the number of women with higher level VET qualifications. Women are concentrated in non-trade related and non-accredited training and overrepresented in preparatory and access courses. [14] Women as a proportion of enrolments in advanced trade and technician skills courses declined from 37% in 1988 to 31% in 1993.[15] Across the community, 34% of Australian women have post-school qualifications compared with 43% of men, with greater differences occurring in older age groups. [16] The VET sector, with more flexible entry requirements than higher education, is well placed to address this imbalance.

The high number of women in part-time and casual work, self-employment, working from home leads to particular difficulties in accessing training. Research shows that women in VET programs are less likely than men to receive employer support for participation in VET programs.(Barnett et al 1995)

Outcome 3 - Women distributed more broadly across fields of study

The Strategy aims to broaden perceptions of women, industry, VET providers and the broader community. Distinct gender segmentation marks the fields of study within VET. Women are overrepresented in Health and Community Services, Education, Art, Humanities and Social Science and underrepresented in Architecture and Building, Engineering and Surveying (NCVER, 1995). There was acknowledgment in consultations that it has been difficult to change the culture of traditional trade areas in the workplace and in associated apprenticeship training.[17] Consultation indicated the need for women to have real choices regarding occupations and study. It was seen as particularly important in emerging occupations and related training so that gender segmentation does not develop.

Outcome 4 - Increase in participation and improved outcomes for specific groups of women

All state and territory consultations indicated that a focus on underrepresented groups should be an outcome of the Strategy.

The lack of substantial data over time has made it difficult to monitor the progress of particular groups of women. Although self-reporting will always reduce the reliability of data, classification and analysis is improving with the implementation of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

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[14] NCVER, 1995
[15] ABS, 1995
[16] ABS, 1994 - note a change in the way this percentage is calculated from 1994 means that it cannot be compared with previous years.
[17] Barriers and strategies well documented in Lyall and Hawkins, 1993 *Different Futures*.

A considerable body of work has been undertaken that addresses the barriers encountered by women in these groups. The Strategy will build upon the efforts undertaken as part of the *National Plan of Action for Women in TAFE* and more recent projects. [18]

Women from non-English speaking backgrounds

Consultations reflected a deep concern and an urgency in relation to women from non-English speaking backgrounds. Recent reports by Bertone and Mawer and Field reinforce these sentiments.

> Recent available research shows that non-English speaking background women receive less vocational training both on and off the job than other group (Bertone, 1995:1)
>
> Since 1990, non-English speaking background people have lost ground as a result of industry and enterprise restructuring. The labour force participation of non-English speaking background people has declined substantially during the period relative to other groups (Mawer and Field, 1995:1)

The wider changes in occupations and the workforce are exacerbating the traditional barriers to non-English speaking background women participating in VET. Participants in Strategy consultations identified some of the main issues as being:

- inflexibility of current delivery in VET;
- inadequacy and cost of skills recognition in the workplace and in VET institutions;
- access to English language and literacy training;
- variation of needs within the broad group of non-English speaking background women and particularly the needs of refugee and recently arrived non-English speaking background women.
- lack of recognition of non-English speaking background cultures and lack of family support for VET participation;
- European bureaucratic processes of VET, complex enrolment procedures;
- inadequate support such as appropriate childcare;
- need to develop education and career pathways for non-English speaking background women.

Indigenous and Torres Strait Islander Women

It is only recently that reliable data has been collected in relation to indigenous women. Fewer than 12% of indigenous women have a post-school qualification compared with 34% of all women. In 1994, over 30% of indigenous women who had left school were reported as wishing to do further study or training but were unable to do so principally for childcare and financial reasons.[19]

The 1994 statistics show that almost 11,000 indigenous women were enrolled in vocational courses. Indications are that the VET sector is the preferred provider of post-compulsory education for indigenous people, particularly those in the 16 to 24 year old age group.(Tranby, 1995) Mature indigenous women are less well represented and have low levels of post school qualifications. While acknowledging that

[18] The December 1995 issue of 'Australian Training', the ANTA newsletter sets out research grants that were awarded for 1995 and several relate to target groups. A more precise listing of ANTA national projects is being compiled by NCVER

[19] ABS, National Indigenous and Torres Strait Islander Survey, 1994

some progress has been achieved, consultations in all states and territories saw a focus on indigenous women as essential in the Strategy.

Some of the issues raised in consultations were:

- concern regarding emphasis on accreditation and vocational outcomes - strong support for maintaining access and bridging courses particularly given low levels of previous education or history of alienating educational experience;
- needs of different groups, particularly of rural and remote;
- culture of a formal bureaucratic VET sector based on individual competition and deadlines was seen as inappropriate to the needs of many indigenous women - sometimes do not have support of own family to undertake study;
- language needs of indigenous women;
- use of culturally appropriate RPL processes;
- need to consider delivery - greater flexibility, more Indigenous trainers, use of technology;
- inconsistencies of government policies - link between VET and employment programs;
- costs involved in delivery of programs to remote communities.

Women with a disability

Women with a disability were recognised under the *National Plan of Action for Women in TAFE* as facing particular difficulties in participating in education and training.

> Women with disabilities are likely to have received less education and training opportunities than men with disabilities, a fact that is borne out by their poor work participation rates (Lawless, 1992:2)

There are continuing reports of difficulties such as physical access, lack of appropriate support services and cost in participating in VET. Under the Disability Discrimination Act, training providers are required to make at least 'reasonable adjustment' to account for the needs of people with disabilities. Reasonable adjustment includes provision of equipment, physical access, curriculum design and delivery and assessment.

The consultations indicated a number of ongoing access and participation issues. These were similar to those outlined at a 1995 national seminar that was convened by ANTA to identify the training needs of people with a disability. Areas identified as being most important to meeting requirements were:

- improving consultation;
- commitment of responsible agencies to provision of accessible and flexible training;
- improving monitoring and evaluation of the performance of VET;
- resolution of funding issues associated with modifications and support;
- providing employers and training providers with information which will help meet needs;
- providing relevant and accessible information to people with a disability.

(ANTA, 1995)

Rural and Isolated Women

In most states and territories teleconferences and videoconferences were held with regional areas to consider the particular needs of rural and isolated women. Distance, cost and accommodation continue to

pose considerable barriers to country women. While technology was seen as overcoming these difficulties to some extent, many women do not have the technology or the necessary skills to utilise what technology is available. In addition, technology does not provide that meaningful social contact that rural and particularly isolated women seek. A further major issue is the recognition of existing skills and accessing accredited training. Many of those consulted commented on the generally lower levels of education in remote areas and the need for VET staff to appreciate the special issues for rural women. Restructuring of the economy and the agricultural sector were seen by participants as requiring new and increased levels of skills in rural and remote areas. Agriculture is recognised as a priority industry in the Strategy.

Women in Transition and Other Special Groups

This 'category' is the result of several different viewpoints. Participants in consultations were wary of having so many groups for whom special attention is required that efforts would be diluted. There was also a strong feeling that the Strategy should address individuals rather than just groups as some women face multiple barriers to participation. A the same time, there was a belief that the Strategy needed a mechanism to allow for changing priorities over time. There was also a strong voice for a focus on the needs of young women and mature women especially those at a time of transition in their lives. Other factors that participants believed need addressing included sole parenting, literacy, unemployment or periods of imprisonment.

Young women make the decision to access VET while still in the school system and this decision is strongly affected by the attitudes of schools, parents and the wider community. Young women are entering the VET system in its emerging format including through the growing avenue of vocational education in schools. Through apprenticeships and traineeships and labour market programs young women have flexibility in combining education, training and work. It is essential that these pathways recognise gender issues.

A decline in the percentage of enrolments of mature women in VET during the 1990s is of concern.[20] Women returning to education or work following a period of childrearing, caring or a personal trauma will make choices from available options that suit their circumstances. For many women this will be part-time work, self-employment or small business. Mature women may have been out of the workforce or formal study for many years. The VET system needs the flexibility and sensitivity to respond to this array of needs.

[20] Barnett, Foyster, Werner, 1995. *Patterns of Participation in TAFE - a gender focussed analysis*

Employment Outcomes

- **higher number of women in management positions**
- **broader distribution of women across industries at various levels.**

Participants expressed the view that VET needs to be considered in the context of economic development and employment. While women constitute 43% of the workforce, they remain concentrated in a narrow range of occupations and industries. Women represent three quarters of the health and community workforce, two thirds of workers in education but only 14% of construction workers.

Within industries, women are clustered in lower paid occupations. Full time earnings for women remain only 82% of their male counterparts.(ABS, 1994)[21] Women are still largely in 'support' roles rather than production or leadership roles. The increasing emphasis in the labour force on linking pay rates to qualifications and formal skill levels compounds the situation for women.

In industries where women are dominant in number such as health and community services, they are still underrepresented in management ranks and change is slow.(Karpin, 1995) The lack of women in management extends beyond business. In local and regional economic development initiatives, women are poorly represented on decision making bodies and in the VET sector itself, women occupy few of the senior posts. The Karpin report indicates that women have been poorly represented in management but should be poised to move more forcefully into these roles in the new century.

> A wealth of statistics and anecdotal evidence suggested only slow and marginal change to women's contribution to management and enterprise performance at senior levels, despite many years of publicity about the issue and the existence of legislation. This was clearly the area of most urgent need, of highest leverage, and the focus for most urgent strategies. (Karpin, 1995)

[21] ABS, 1995, Cat 4124.0

2.6 MEASURING OUTCOMES

Participants in consultations stressed the need for the outcomes of the Strategy to be attainable and measurable. Outcomes have been developed with a view to using accessible data to test their achievement. The indicators may change during the life of the Strategy.

Outcome	Indicator
Increase in number of women completing VET programs	• Module results • Module completions
Increase in number of women with VET qualifications at all levels	• Course enrolments by qualification • Course enrolments by Australian Qualifications Framework levels
Women distributed more broadly across fields of study	• Course enrolments by Australian Qualifications Framework levels • Course enrolments by Australian Qualifications Framework levels • Course enrolments by Australian and New Zealand Industry Codes
Increase in participation and improved outcomes of specific groups of women	All above indicators disaggregated on the basis of gender, age, country of birth, language spoken at home, disability, Aboriginality, geographic region, employment status
Higher number of women in management positions	• Destination surveys • Labour market analysis
Broader distribution of women across industries at various levels	• Course enrolments by Australian Qualifications Framework levels • Course enrolments by Australian and New Zealand Industry Codes • Destination surveys • Labour market analysis

The performance indicators are supplemented by 'Indicators of Improvement' so that the qualitative changes can be recognised. The development of the Indicators of Improvement is the responsibility of those implementing the Strategy but examples are suggested in this document in sections 3.2 and 3.3.

Part Three of this document examines the ways in which these outcomes can be achieved.

PART THREE

HOW TO IMPLEMENT THE STRATEGY

The aim of this section is to assist those responsible for implementing the Strategy with an overview of the process and practical guidelines.

3.1 OVERVIEW OF IMPLEMENTATION

The National Women's Vocational Education and Training Strategy (the Strategy) has been developed collaboratively and agreed to by the Commonwealth and all States and Territories. The Vocational Education and Training system in Australia is primarily a state responsibility and the key organisation in the implementation of the Strategy will be the State Training Agency for each state and territory. The Commonwealth will implement the Strategy through the Commonwealth Department of Employment, Education Training and Youth Affairs. At the national level, the Strategy will be overseen by the Australian National Training Authority (ANTA).

While some organisations have specific responsibilities to implement the Strategy, as described below, all organisations which relate to women in VET have broad responsibilities for implementing each of the focus areas. Responsibility for implementing the Strategy is not limited to the organisations explicitly named in this section or in the accompanying tables.

At the local level, the Strategy will be implemented by providers of VET including TAFE, schools, ITABs, Group Training Companies.

In the development of the Strategy four models of implementation were considered:
I. the 'template' - a stand alone document
II. the sub-strategy model - directly linked to the *National Strategy for VET*;
III. 'wheel' - linked to the National Strategy for VET but also more closely linking to employment
IV. decentralised.
Consultation emphasised that there should be a blurring of distinction between models but with an emphasis on model three.

The resulting formal implementation process is set out below.

IMPLEMENTATION SUMMARY

ORGANISATION	MECHANISM	ROLE
Australian National Training Authority (ANTA)	Performance agreements National Industry Training Plans State Training Profiles Funded National Projects	Oversee implementation at national level • monitor state progress through State Training Profiles • monitor changes through National ITAB VET Plans • ANTA Board to ensure implementation of Strategy through ANTA committees • oversee funded national projects
ANTA Committees National Staff Development Committee Standards and Curriculum Council Australian Committee on Vocational Education and Training Statistics	Work and Finance Plans Input to National VET Report Input to National Report on Women in VET	Include Strategy as a priority in Work and Finance Plans Consult regarding methods of implementation, funded projects
State Training Agencies	State Action Plan State Training Profile Input to National VET Report Input to National Strategy for Women in VET Report	Oversee implementation at state level • develop action plans • nominate personnel • identify resources • consult with departments of employment • evaluate at state level • report to ANTA via state training profile
Training Providers receiving government funds	Tendering documentation Performance agreements / contracts Input to State Training Profile	Establish benchmarks and goals for female participation Develop implementation plans Report progress

ORGANISATION	MECHANISM	ROLE
Schools	Performance agreements /contract for VET funds Gender Equity Plans	Communicate Strategy Facilitate transition from school for young women
State Industry Training Advisory Bodies	Performance Agreements Input to State Training Profile / state industry plans Tendering documentation	Strengthen current efforts towards raising women's participation Benchmark current levels of women's participation and set goals
National Industry Training Advisory Bodies	Input to National Industry Vocational Education and Training Plans	Strengthen current efforts towards raising women's participation
Commonwealth Department of Employment Education and Training and Youth Affairs	Action plan	Framework to guide action in relevant programs
VEET Women's Taskforce	States and Territories to report against improvement indicators for the annual report on the Strategy	Mid-term review and monitoring

Related Organisations

The VEET Women's Taskforce will liaise with agencies directly responsible for implementing the Strategy and with a wider support structure that will disseminate information, consult with industry, the VET sector and women. Organisations that will be involved include:

- Industry organisations, employer groups and peak bodies;
- Trade unions;
- Target group peak bodies;
- Women's groups;
- Commonwealth and State departments of industrial relations;
- Commonwealth and State departments of economic development.

The following section discusses the focus areas and approaches contained in the Strategy and suggested actions for systems, providers and related organisations.

1. Continuous Improvement Measures

'Continuous improvement measures' refers to the process of noting the current position (benchmarking) and establishing numeric goals. Goals should be set in consultation with those whom they affect and allowance made for state, regional and local differences. They need to be incremental so that they reflect change and reward effort.

COMMENT: The aim of this focus area is to ensure a picture of change can emerge. Benchmarks and goals should be set at state and local levels in line with the priorities of the Strategy. A project funded by the Australian National Training Authority will be conducted in the first phase of the Strategy and will be known as Equity Programs for Change (strategy 1.3).

Strategies	Suggestions for Local Action
1.1 State Training Agencies to develop equitable resource allocation models with particular measures for industry areas where women are a high percentage of the workforce; 1.2 VEET Women's Taskforce to monitor resource allocation, particularly growth funds, in line with projected growth industries and opportunities for women; 1.3 The Australian National Training Authority funded project to consult with providers and representative agencies in each State/Territory to identify best practice. Fund training places with training providers and Group Training Companies for women, including women from specific groups (indigenous women, women, from non-English speaking backgrounds, rural and isolated women, women in transition and women with a disability); 1.4 State Training Agencies and Australian National Training Authority to strengthen equity requirements in funding agreements; 1.5 State Training Agencies to set benchmarks and goals through state level action plans and report progress in State Training Profiles.	1. Examine current situation re participation of women and special groups • qualifications attained; • enrolments and completions across fields of study; • resource allocation across industry sectors; • progress of specific groups. 2. Examine local industry profile against current course provision in terms of gender 3. Work with ANTA project and identify appropriate industries and enterprises 4. Consult regarding appropriate goals 5. Strengthen equity requirements in funding agreements where appropriate

2. Training and Staff Development

The skill of personnel in the VET sector and their approach to gender issues underpins the success of the Strategy. Supportive learning environments free of harassment are critical to successful completion of programs and encouragement of women into broader fields of study.

COMMENT: The aim of this focus area is develop a clearer understanding at many levels in the VET sector of the nature of 'inclusive' training and gender issues. It represents a major approach to overcoming the attitudinal and ultimately the structural barriers to equity for women. Projects will be developed in consultation with the ANTA National Staff Development Committee (NSDC).

Strategies	Suggestions for Local Action
2.1 Provide staff development on the needs of all women including indigenous women, women from non-English speaking backgrounds, women in transition, rural and isolated women and women with a disability; 2.2 Provide staff development programs that focus on gender inclusive teaching strategies to be delivered to cross-section of staff in VET; 2.3 State Training Agencies and NSDC to provide appropriate training programs and support ITABs and workplace trainers; 2.4 Provide staff development for workplace assessors and off-the-job assessors that focuses on needs of women and specific groups; 2.5 Focus staff development and return to industry programs (aimed at updating teachers' workplace skills and knowledge) on emerging industries and growth industries where women are under represented; 2.6 Highlight the role of English language and literacy and numeracy as factors in successful completion of VET programs; 2.7 State Training Agencies to benchmark current levels of staff development related to gender equity and monitor progress.	1. Develop profile of staff currently receiving gender inclusive training and training related to equity groups 2. Assess extent of language and literacy awareness among VET personnel 3. Develop profile of industries whose staff development requires a focus on gender issues 4. Use existing resources such as • 'Gender Inclusive Training Kit' (NSDC) • 'Promoting a Work Environment Free from Sex Based Harassment' (NSDC) • ACTRAC Gender Inclusive publications - Guidebook for Developing Teacher/Learner Resource Materials, Guidebook for Developing Competency Based Curriculum 5. Address needs of workplace assessors, RPL assessors re supportive approaches 6. Ensure delivery of professional development programs in geographical areas that have high level of contact with specific groups of women 7. Introduce gender inclusive teaching to non-traditional priority industries - construction, agriculture

3. Competency Standards Development, Curriculum and Delivery

Women's needs should be considered at each of the stages in developing and delivering VET programs

COMMENT: Women's needs should be considered at each of the stages from:

⇒ setting policy particularly in relation to allocation of resources - national and state responsibility

⇒ developing standards - responsibility of Competency Standards Bodies, ITABs and Standards and Curriculum Council in consultation with industry

⇒ designing curriculum - in consultation with industry responsibility of Standards and Curriculum Council, ITABs, training providers in consultation with industry

⇒ delivery of programs and support services - responsibility of training provider with assistance from systems

The Australian National Training Authority through the Standards and Curriculum Council will provide funds for curriculum projects that will include consultation to determine needs.

Strategies	Suggestions for Local Action
3.1 Standards and Curriculum Council, National Staff Development Committee, ITABs and Training Providers to consult with women and specific groups about effective approaches to competency standards development, curriculum and training delivery; 3.2 Standards and Curriculum Council to compile information regarding women's involvement in development of industry competency standards; 3.3 Standards and Curriculum Council to consult with relevant industry stakeholders about effective approaches to standards development, curriculum and training delivery as it affects women; 3.4 Training providers to maximise opportunities developed through alternative and flexible delivery initiatives. Particular attention to meeting needs of indigenous women, women from non-English speaking background, women with a disability, women in transition and rural and isolated women; 3.5 State Training Agencies to investigate expansion of support services that will facilitate higher access and completion rates including the needs of people with childcare and other caring responsibilities.	1. Review current situation re alternative delivery modes to identify opportunities 2. Consult with local community and industry regarding optimum modes of training delivery with particular focus on emerging industries or where women are a high percentage of workforce 3. Maximise counselling and support service opportunities eg childcare 4. Ensure submissions, tender documents, accreditation applications actively address needs of all women and of special groups 5. Industry and enterprises to employ expert assistance to develop strategies for selecting and retaining women trainees 6. Ensure curriculum documents in priority industries are gender inclusive 7. Industry and enterprises to identify best practice models in areas such as RPL practices, flexible training and childcare provision.

4. Pathway Planning

Women's decisions will be based on knowledge of available pathways and it is essential that opportunities are not limited by traditional stereotyping.

COMMENT: This focus area looks at the needs of 'women in transition', particularly young women moving from school to work and mature women moving from caring responsibilities or personal trauma to study and work. All pathways need to be open to women and free of gender bias and their availability needs to be communicated. Schools have an essential role in determining pathway planning of young women. Recognition of prior learning (RPL) is a key component in accessing appropriate pathways for all women. Women report insensitive approaches and cost as barriers to RPL . Practices in the use of RPL need to be better communicated, more consistent and more sensitive to client needs.

Strategies	Suggestions for Local Action
4.1 Department of School Education to involve schools, parents and local communities in supporting young women in their choice of school/VET pathways; 4.2 DEETYA to monitor entry level training and labour market programs for gender segmentation; 4.3 Training providers to offer flexible training delivery modes and RPL, particularly in relation to women in part-time work and small business; 4.4 State Training Agencies and DEETYA to examine and develop improved RPL processes and increasing usage; 4.5 State Training Agencies and training providers to develop profiles of who is benefiting from RPL. The profiles to refer to women from non-English speaking backgrounds, rural and isolated women, women in transition, women with a disability and Indigenous and Torres Strait Islander women; 4.6 State Training Agencies to provide support to providers of non-accredited training (such as adult and community education) to increase amount of accredited training and advise women of credit transfer opportunities; 4.7 State Training Agencies to support use of Key Competencies as means of identifying skills	1. Work with schools, parents, local communities, local employers to support young women in study and career choice 2. Examine local MAATS profile for gender bias 3. Examine local provision for flexibility for women in part-time work, small business, working from home 4. Strengthen links with local CES and Social Security to support mature women in pathway planning 5. Examine current RPL policies and practices including appropriateness of personnel, level of skills, sensitivity 6. Develop local profile of recipients of RPL and identify gaps 7. Promote RPL services to women and special groups

5. Balanced Representation

Greater women's input into decision making in the VET system will improve the relevance of decisions to women. Women are underrepresented on Competency Standards Bodies, Industry Training Advisory bodies, State Training Agencies and other forums in which VET decisions are made. Women are also underrepresented in organisations designed to boost employment and economic development which impacts on VET.

COMMENT: 'Women in Decision Making' was a goal of the *National Plan of Action for Women in TAFE* and this focus area widens the issue to VET and broader field of employment. ANTA, DEETYA, States and Territories will work jointly to implement strategies. Local action and support is needed to develop effective networking and mentoring.

Strategies	Suggestions for Local Action
5.1 Develop profile of women in the VET decision making roles and highlight gaps; 5.2 Provide professional development and support to organisations to increase their level of effective female representation; 5.3 Provide support such as mentoring for women, particularly women from specific groups, to be effective representatives on: - Boards in the VET sector eg Industry Training Advisory Boards, Competency Standards Bodies; - local and regional economic development organisations; 5.4 Work with organisations implementing findings of the Karpin Report[22] to ensure maximum opportunities for women to enter management roles.	1. Construct local profile of women in decision making roles in VET and employment 2. Strengthen networking and mentoring 3. Provide assistance to organisations to increase level of female representation

[22] (Karpin) Industry Taskforce on Leadership and Management, 1995. *Enterprising Nation.*

6. Promotion

Attitudes regarding women's participation in VET, their study and career choices are strongly influenced by available information and images. Communication is required to influence industry, the community, women and the VET sector. A change in the front-end recruitment practices of employers will require the involvement of industry in the promotion process.

COMMENT: The Australian National Training Authority will provide funds to implement promotional strategies. States and Territories are expected to contribute to this promotion including undertaking promotional activities and incorporating these unto their planning and budgetary procedures. There is to be an emphasis on using a range of approaches and media, both traditional and non-traditional, building on the considerable work that has been undertaken in this area over the last decade. Where possible existing promotional resources will be utilised and innovative strategies for providers, industry and employers will be developed and expanded. A variety of settings such as community facilities and places connected with work and training. There is a significant role for local training providers and for ITABs to work directly with the community and industry to promote VET to women and special groups. American experience suggests that success in gender equity is associated with local promotion of specific courses.(Cheron Sauer, 1995).

Strategies	Suggestions for Local Action
6.1 Involve Industry Training Advisory Bodies, industry associations and unions in developing and distributing information about the benefits of training and employing women; 6.2 Consult with indigenous women, women from non-English speaking backgrounds, women with a disability, women in transition, rural and isolated women re optimum form, content and distribution of information to meet their needs; 6.3 Inform women about vocational education and training, including pathways, recognition of prior learning, advantages of accredited training, support services; 6.4 Inform VET providers and trainers, schools and community about best practice for women in VET; 6.5 Highlight gender as an issue in the marketing of entry level training; 6.6 Evaluate effectiveness of promotional strategies.	1. Identify target audience including industry for communication 2. Determine information most needed eg RPL, flexible delivery, best practice, support services 3. Consult with target audience regarding best form of communication and promotion 4. Maximise use of local resources to assist distribution of information - 5. Strengthen links - DEETYA, CES, schools, ITABs, unions, industry associations, women's groups, community groups, adult and community education 6. Use local media in public relations role 7. Provide information to women at point of registration and re-registration of businesses 8. Establish information 'hotline'

7. Research

Research to support and direct the strategies will be required. Research needs will be identified as the Strategy proceeds and will be linked to the performance indicators and indicators of improvement.

COMMENT: This focus area will be determined primarily at the national and state levels. The Australian Committee on Vocational Education and Training Statistics and the Research Advisory Council of the Australian National Training Authority will address the issues outlined in the Strategy and consult regarding research priorities.

Strategies:	**Suggestions for Local Action**
7.1 Identify gaps in data collection; 7.2 Use existing data collection to track positive and negative movements of women and specific groups in VET at various levels; 7.3 Research reasons for pathway choices of women and particularly young women; 7.4 Undertake qualitative analysis of women's access and outcomes; 7.5 Provide case studies and analysis of strategies to increase number of women in management and other key areas including new information technology.	1. Ensure local action is driven by firm knowledge base. 2. Compare local situation with national and state data 3. Undertake local quantitative and qualitative analysis in consultation with priority groups in local population 4. Undertake research to identify gap between expectations and reality of women's VET experience

3.3 MODEL ACTION PLAN

The aim of this model action plan is to give state systems, regional and local providers a format to guide the implementation of the Strategy. The Strategy will be in place from 1996 until 1999. The Strategy does not specify a timeframe on priorities but this may be appropriate at state or local levels.

The action plan is set out with a cover page and a section for each of the outcomes.

ACTION PLAN
- for implementing the National Women's VET Strategy

State / Territory / Region:

Aim:
A measurable change in the profile of women accessing and completing programs of Vocational Education and Training.

Priorities:
(Indicated at state consultation)
Industry Priorities eg community services
Sector priorities eg colleges, ITABs
Client priorities eg mature age women from non-English speaking backgrounds

Agency responsible for monitoring implementation:

Reporting mechanisms:
eg. Report against Improvement Indicators, State Training Profile

Outcome: INCREASE IN NUMBER OF WOMEN COMPLETING VET PROGRAMS

Summary of the Focus Areas and Strategies

Continuous Improvement Measures	Training and Staff Development	Competency Standards, Curriculum, Delivery	Pathway Planning	Balanced Representation	Promotion	Research
Set benchmarks and goals Identify best practice, fund training places Develop equitable resource allocation and monitor	Provide staff development in gender inclusive teaching, assessment that is sensitive to needs Benchmark current staff development re gender	Maximise use of flexible delivery Expand support services Consult with women, industry re standards, curriculum and training as it affects women	Involve schools, community in supporting young women in pathway choices Provide sensitive support to women returning to training Design, offer flexible delivery, RPL to part-time workers, small business	Provide support to organisations to increase level of female representation	Highlight gender as issue in marketing entry level training Promote VET to women Involve industry in promotion to industry Promote best practice	Track positive and negative movements Undertake qualitative and quantitative analysis - of women's outcomes - of participation in VET and pathways of young women

Current state / local situation:

Available data:

Other relevant information:

Improvement indicators:

Examples

- Investigation of strategies to increase childcare provision
- Increased child care provision including provider-based, employer-based and part-time child care arrangements
- Increased staff development opportunities in gender inclusive theory and practice
- Analysis of local anomalies regarding completion
- Increase in number of women involved in alternative modes of delivery
- Schools, industry involved in promoting VET

Actions	Responsible agency / personnel	Resources required	Time-frame

Outcome	INCREASE IN NUMBER OF WOMEN WITH VET QUALIFICATIONS AT ALL LEVELS

Summary of the Focus Areas and Strategies

Continuous Improvement Measures	Training and Staff Development	Competency Standards, Curriculum, Delivery	Pathway Planning	Balanced Representation	Promotion	Research
Set benchmarks and goals Identify best practice, fund training places	Provide staff development in gender inclusive teaching, assessment that is sensitive to needs Benchmark current staff development re gender	Maximise use of flexible delivery Expand support services Consult with women, industry re standards, curriculum, training	Support accredited training, credit transfer Improve RPL processes, develop RPL profile	Work with appropriate agencies to implement Karpin recommend-ations	Promote VET to women Involve industry in promotion to industry Promote best practice	Track positive and negative movements Undertake qualitative and quantitative analysis of women's outcomes

Current state / local situation:

Available data:

Other relevant information:

Improvement indicators:
Examples

- Increased availability of staff development opportunities in gender inclusive issues
- Information regarding VET opportunities and advantages of accredited training more widely distributed to women, schools, industry
- Increased number of women receiving recognition of prior learning
- Increase in number of women involved in flexible delivery
- Increased availability and usage of RPL

Actions	Responsible agency / personnel	Resources required	Time-frame

Outcome -	WOMEN DISTRIBUTED MORE BROADLY ACROSS FIELDS OF STUDY

Summary of the Focus Areas and Strategies

Continuous Improvement Measures	Training and Staff Development	Competency Standards, Curriculum, Delivery	Pathway Planning	Balanced Representation	Promotion	Research
Set benchmarks and goals Develop equitable resource allocation and monitor Identify best practice, fund training places	Provide staff development in - gender inclusive teaching, - assessment sensitive to needs - emerging and growth industries Benchmark current staff development Support ITABs, workplace trainers	Consult with women, industry re standards, curriculum and training as it affects women	Monitor entry level training, labour market programs re gender segmentation Support accredited training, credit transfer Involve schools, community in supporting young women in pathway choices	Provide support to organisations to increase level of female representation	Promote VET to women Involve industry in promotion to industry Promote best practice	Track positive and negative movements Undertake qualitative and quantitative analysis - women's outcomes - women's access to VET and women's transition to study and work

Current state / local situation:

Available data:

Other relevant information:

Improvement indicators:

Examples

- Industry, schools involved in promoting opportunities to women and enterprises
- Local opportunities in emerging and growth industries identified
- Increase in number of women receiving recognition of prior learning
- Women better represented in curriculum and standards development

Actions	Responsible agency / personnel	Resources required	Time-frame

Outcome
POSITIVE CHANGE IN PARTICIPATION AND OUTCOMES OF SPECIFIC GROUPS OF WOMEN

- **INDIGENOUS AND TORRES STRAIT ISLANDER WOMEN**
- **WOMEN WITH A DISABILITY**
- **WOMEN FROM NON-ENGLISH SPEAKING BACKGROUND**
- **RURAL AND ISOLATED WOMEN**
- **WOMEN IN TRANSITION AND OTHER SPECIAL GROUPS**

Summary of the Focus Areas and Strategies

Continuous Improvement Measures	**Training and Staff Development**	**Competency Standards, Curriculum, Delivery**	**Pathway Planning**	**Balanced Representation**	**Promotion**	**Research**
Set benchmarks and goals Identify best practice, fund training places	Provide staff development on needs of specific groups Provide staff development in assessment that is sensitive to needs	Consult groups re standards, curriculum and training needs and delivery Maximise use of flexible delivery Expand support services	Support use of key competencies for identifying skills Support credit transfer, accredited training Improve RPL processes, develop RPL profile	Provide support for women in specific groups in effective representation Provide support for organisations to increase level of specific group representation	Promote VET to women Consult specific groups re appropriate information and media Promote best practice	Track movements of women from specific groups in VET at various levels Undertake qualitative and quantitative analysis of outcomes for women from specific groups

Current state / local situation:

Available data:

Other relevant information:

Improvement indicators:

Examples

- Most urgent needs identified through consultation
- Promotional strategy developed
- Increased profile of literacy and language in curriculum development
- 'Other special groups' identified
- Women from specific groups better represented on curriculum and standards development
- Staff development opportunities related to needs of specific groups are increased
- RPL applied in manner better suited to underrepresented groups
- Training Providers gaining awareness of 'reasonable adjustment'
- Increase in enrolment enquires, enrolments and completions by special groups.

Actions	Responsible agency / personnel	Resources required	Time-frame

Outcome - HIGHER NUMBER OF WOMEN IN MANAGEMENT POSITIONS

Summary of the Focus Areas and Strategies

Continuous Improvement Measures	Training and Staff Development	Competency Standards, Curriculum, Delivery	Pathway Planning	Balanced Representation	Promotion	Research
Set benchmarks and goals	Staff development in workplace assessment that is sensitive to needs Staff devt. and support for ITABs and workplace trainers	Maximise use of flexible delivery Expand support services	Design, offer flexible delivery and RPL to women in part-time work and small business	Work with appropriate agencies to implement Karpin recommend-ations Identify opportunities for increasing representation and highlight gaps	Promote VET to women Promote best practice	Undertake qualitative and quantitative analysis of women's outcomes Undertake case studies and analysis of strategies to increase number of women in management

Current state / local situation:

Available data:

Other relevant information:

Improvement indicators:

Examples

- Modes of delivery of management training identified against criteria of gender
- Management training promoted to women in industries where women represent high percentage of workforce
- Increase in number of women receiving recognition of prior learning
- Needs of women in small business addressed

Actions	Responsible agency / personnel	Resources required	Time-frame

Outcome
BROADER DISTRIBUTION OF WOMEN ACROSS INDUSTRIES AT VARIOUS LEVELS

Summary of the Focus Areas and Strategies

Continuous Improvement Measures	Training and Staff Development	Competency Standards, Curriculum, Delivery	Pathway Planning	Balanced Representation	Promotion	Research
Develop equitable resource allocation and monitor	Staff devt. and support for ITABs and workplace trainers Staff development in workplace assessment that is sensitive to needs	Consult with industry re standards, curriculum and training as it affects women Develop information regarding women's involvement in standards development	Monitor entry level training and labour market programs for gender segmentation Offer flexible delivery, RPL and credit transfer	Provide support to organisations to increase level of female representation	Promote VET to women Consult specific groups re appropriate information and media Promote best practice	Undertake qualitative and quantitative research re pathway choices Undertake qualitative analysis of women's outcomes

Current state / local situation:

Available data:

Other relevant information:

Improvement indicators:
Examples
- Involvement of schools, parents, careers advisers strengthened
- Links with other agencies - CES, DEETYA, community groups strengthened
- Increase in number of women receiving recognition of prior learning
- Promotional strategy developed in consultation with schools, industry, unions, ITABs

Actions	Responsible agency / personnel	Resources required	Time-frame

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GLOSSARY

ABS	-	Australian Bureau of Statistics
ANTA	-	Australian National Training Authority
ATSI	-	Aboriginal and Torres Strait Islander
AVTS	-	Australian Vocational Training System
DEETYA	-	Commonwealth Department of Employment, Education, Training and Youth Affairs
ITAB	-	Industry Training Advisory Board / Body / Council
MCEETYA	-	Ministerial Council on Education, Employment, Training and Youth Affairs
NESB	-	Non-English speaking background
NVETS	-	National Vocational Education and Training System
NSDC	-	National Staff Development Committee
OTFE	-	Office of Training and Further Education
RPL	-	Recognition of Prior Learning
SCC	-	Standards and Curriculum Council
STA	-	State Training Agency
STP	-	State Training Profile
VEET	-	Vocational Education, Employment and Training
VET	-	Vocational Education and Training